



Logan Elementary

815 Elmwood Avenue
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	285 Students	
Principal	Dr. Richard E. Moore	803-343-2915
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	At-Risk	Average
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

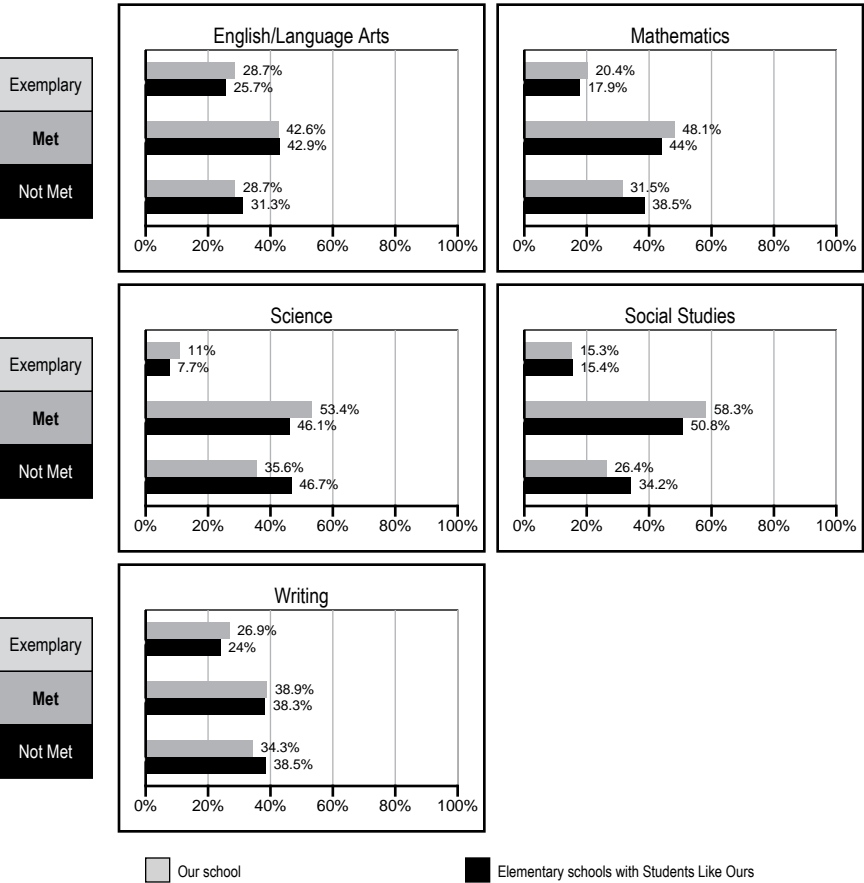
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	91	44	13

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=285)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Down from 5.5%	2.4%	1.9%
Attendance rate	96.2%	Down from 96.4%	96.1%	96.3%
Eligible for gifted and talented	3.6%	Down from 4.3%	5.4%	10.0%
With disabilities other than speech	14.2%	Down from 17.5%	8.6%	7.7%
Older than usual for grade	1.0%	Down from 1.5%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	67.9%	Up from 59.3%	56.7%	59.4%
Continuing contract teachers	82.1%	Up from 81.5%	74.0%	80.0%
Teachers with emergency or provisional certificates	4.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	83.1%	No Change	84.0%	85.9%
Teacher attendance rate	96.1%	Up from 96.0%	95.2%	95.1%
Average teacher salary*	\$53,384	Up 8.8%	\$45,639	\$47,149
Professional development days/teacher	9.6 days	Up from 9.0 days	11.0 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Down from 13.1 to 1	17.7 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.4%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$10,959	Up 4.5%	\$8,085	\$7,458
Percent of expenditures for instruction**	74.4%	Down from 75.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Down from 68.8%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

2008-09 was a great year for the Logan Leopards! We continued the services of our science coach and reading interventionist, increased computer-lab usage for targeted students, and continued implementation of the TRIBES® program including classroom and individual goal setting and the daily community circle activities. MAP testing was implemented for the first time. The Montessori program expanded to include a fourth-grade class, and we added two new staff members, one each at third and fourth grade. Students continued their community service through food drives, our annual Mitten & Sock Tree, Jump Rope for Heart, and recycling activities sponsored by our fifth grade. Students learned leadership through participation in the Safety Patrol Program and the WLGN News Daily Broadcast. Logan Leopards won awards in the district Visual Literacy Festival Puppetry and Photography Contests, as well as the regional science fair, where one student took home the second-place state award in chemistry for 5th-8th grade students! For the second year in a row, the Logan Leopard Archery Team participated in the state archery competition. The year culminated with Logan being named a 2008-09 Red Carpet School, the only elementary school in Richland One to win this honor. The fine arts program expanded this year to include three performing chorus groups and keyboarding classes in our piano lab. Our steel band and dance ensemble continued to perform around the city in festivals and other special events. Two of our choruses earned Superior ratings at the Carowinds Choral Festival, and the Logan Leopard Steel Band won the Best Band Award in the Carolina Carillon Parade. The Dancing Paws was the only elementary dance ensemble featured in the District One Dance Festival. In addition, the fine arts teachers worked with teachers on every grade level to develop integrated arts lessons and units each marking period. When our arts funding for the year was endangered, the PTA, along with a number of local sponsors, raised over \$10,000 for our fine arts program. In appreciation of this community support, all of our performance groups hosted a free community concert in April.

Professional development for the Logan staff this year included training in the use of math manipulatives and available technology, as well as coaching in the TargetTeach® lessons and strategies. Teachers met with outside consultants on grade level in both those areas. In addition, teachers continued planning with our science coach, working with the fine arts team, and collaborating on SuccessMaker and MAP results. Teachers at all grades met regularly to look at making revisions in plans as needed and developing common assessments.

Throughout the year parents attended conferences, participated in SIC and PTA meetings and projects, helped set student goals, and attended Books & Breakfast and Family Night activities. The PTA purchased a new sound system, raised funds for the fine arts program, and brought in a nationally recognized storyteller. The SIC worked on the annual school report and began work on a grant for healthy school snacks. Logan continued its partnership with Elmwood Park and developed new partnerships with St. Timothy's Church and the Rutherford Agency.

In the coming year, primary challenges for Logan include students reading below grade level, the achievements of our special needs students, and motivating students to make academic achievement a priority. Plans include maintaining a low pupil-teacher ratio, increasing interventions offered to all targeted students, and continuing experiences for our staff to strengthen instruction.

Richard E. Moore, Principal Tiaa Rutherford, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	32	23
Percent satisfied with learning environment	96.4%	83.9%	90.5%
Percent satisfied with social and physical environment	96.4%	90.6%	90.0%
Percent satisfied with school-home relations	78.6%	93.8%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	110	100	28.7	42.6	28.7	81.5	78.6	82.8	Yes	Yes
Gender										
Male	56	100	33.3	44.4	22.2	77.8	74.4	79.3	N/A	N/A
Female	54	100	24.1	40.7	35.2	85.2	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	100	100	30.3	42.4	27.3	79.8	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	35	100	58.8	32.4	8.8	50	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	98	100	30.2	42.7	27.1	79.2	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	110	100	31.5	48.1	20.4	75.9	70.3	78.9	Yes	Yes
Gender										
Male	56	100	35.2	50	14.8	72.2	67.8	77	N/A	N/A
Female	54	100	27.8	46.3	25.9	79.6	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	100	100	30.3	50.5	19.2	75.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	35	100	73.5	20.6	5.9	38.2	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	98	100	31.3	47.9	20.8	75	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	75	100	35.6	53.4	11	64.4	58.1	67.5
Gender								
Male	35	100	33.3	57.6	9.1	66.7	57	67
Female	40	100	37.5	50	12.5	62.5	59.1	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	70	100	36.2	56.5	7.2	63.8	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	68.2	27.3	4.5	31.8	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	68	100	37.9	54.5	7.6	62.1	49.1	55.1

Social Studies

All Students	73	100	26.4	58.3	15.3	73.6	65.2	72.3
Gender								
Male	35	100	26.5	58.8	14.7	73.5	63.1	71.5
Female	38	100	26.3	57.9	15.8	73.7	67.2	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	64	100	28.1	60.9	10.9	71.9	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	56.5	39.1	4.3	43.5	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	64	100	30.2	60.3	9.5	69.8	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	110	100	34.3	38.9	26.9	65.7	63.9	70.2	96.2	95.9
Gender										
Male	56	100	37	42.6	20.4	63	55.8	63.2	95.9	95.7
Female	54	100	31.5	35.2	33.3	68.5	71.9	77.5	96.5	96.2
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	79.1	95.4	96
African American	100	100	34.3	40.4	25.3	65.7	58	57.6	96.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	92.2	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	34	100	76.5	20.6	2.9	23.5	22.3	26.1	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	96.7	96.2
Socio-Economic Status										
Subsidized meals	98	100	36.5	40.6	22.9	63.5	56.7	58.9	96.1	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	36	100	30.6	30.6	38.9	69.4
	4	38	100	21.6	54.1	24.3	78.4
	5	36	100	34.3	42.9	22.9	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	36	100	44.4	41.7	13.9	55.6
	4	38	100	16.2	51.4	32.4	83.8
	5	36	100	34.3	51.4	14.3	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	19	100	47.4	47.4	5.3	52.6
	4	38	100	21.6	64.9	13.5	78.4
	5	18	100	52.9	35.3	11.8	47.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	17	100	52.9	35.3	11.8	47.1
	4	38	100	16.2	64.9	18.9	83.8
	5	18	100	22.2	66.7	11.1	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	37	100	27.8	38.9	33.3	72.2
	4	38	100	35.1	37.8	27	64.9
	5	35	100	40	40	20	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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